DOCUMENT RESUME

ED 320 687 PS 018 877

AUTHOR Kanter, Linda
TITLE Developing Courteous Listening Skills in Transitional Kindergarten Students.
PUB DATE 22 Mar 90
NOTE 120p.; M.S. Thesis, New York Institute of Technology.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Failure; Check Lists; *High Risk Students; *Instructional Development; Instructional Materials; Kindergarten; *Kindergarten Children; *Listening Skills; Primary Education; Questionnaires; *Student Improvement; Task Analysis

ABSTRACT

This master's paper demonstrates the use of instructional system design in the development of a program to foster courteous listening skills in at-risk, transitional kindergarten students. Instructional production phases of analysis, design, development, implementation, and evaluation were used. Kindergarten students were presented three lessons that raised the students' consciousness of the importance of courteous listening. The project incorporated various learning theories and involved the proper selection of media and methods that would support the lessons presented. An evaluation showed that the program helped instill improved listening skills in the target population. Related materials, including a task analysis list, listening games, performance checklist, and a listening skills post-test are appended. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED320687

THE SCHOOL OF MEDIA AND ARTS

of

NEW YORK INSTITUTE OF TECHNOLOGY

announces the

Final Examination

of

Linda Kanter

for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

Developing Courteous Listening Skills in Transitional Kindergarten Students

Abstract

This paper demonstrates the use of instructional systems design in developing a program to foster courteous listening skills in transitional kindergarten students. Using the phases of analysis, design, development, implementation, and evaluation, the designer presented three lessons to kindergarten students that raised their consciousness of the importance of courteous listening. The project incorporated various learning theories and proper selection of media and methods to support the lessons presented. An evaluation was conducted which showed that the program helped to instill better listening skills in the target population.

Thursday, March 22, 1990 at 4:00 p.m.

in

Conference Room, French Chateau
Old Westbury Campus
Old Westbury, NY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Linda Kanter
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 018877

BEST COPY AVAILABLE

DEVELOPING COURTEOUS LISTENSING SKILLS IN TRANSITIONAL KINDERGARTEN STUDENTS

a

THESIS/PROJECT

by

LINDA KANTER

submitted to the faculty of the
School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

MARCH 22, 1990

Approved _____
Harry Bunggraf, Ed.D. - Examiner

Approved _____
Jean Johenning, Ph.D. - Examiner

Approved _____
Jerome P. Oberman, Ph.D. - Examiner

Approved _____
Angus Reynolds, Ed.D. - Associate Dean
Graduate Programs in Training and
Learning Technology

Approved _____
Adrienne O'Brien, Ph.D. - Dean
School of Media and Arts

DEVELOPING COURTEOUS LISTENING SKILLS IN TRANSITIONAL KINDERGARTEN STUDENTS

by

Linda Kanter

B.A. 1962, Brooklyn College

A Thesis/Project

submitted to The Faculty of the

School of Media and Arts

of The New York Institute of Technology in partial satisfaction of the requirments for the degree of

Master of Science

January 31, 1990

© Copyright by Linda Kanter 1989
All rights reserved

ACKNOWLEDGEMENTS

I am grateful to both New York Institute of Technology and the New York State Department of Education for giving me the opportunity to be part of TOC. Being a part of this program has helped prepare me to better meet the needs of the at-risk student population.

I would like to acknowledge and thank the South Huntington School District for allowing me to work with their teachers and students in presenting my project. Without their approval, none of this would have been possible.

A special thanks to Dr. Harry Burggraf, who acted as my advisor. He was always available to listen, to help, and to encourage. His smile was always appreciated.

Thank you to my many friends and family members who were always so supportive and encouraging when it was most needed. They did so much to get me to this point.

Working on this project took a consuming amount of time and energy. It not only affected my life, but also the lives of those people closest to me. I would like to take this opportunity to thank both my sons, and my husband. I thank them for their patience and understanding when they had to come second, and for their cooperation whenever it was needed.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

LIST OF TABLES vii

LIST OF FIGURES vii

Chapter

1. INTRODUCTION 1

Overview 1
Statement of the Problem 5
Purpose of the Project 7
Definition of Terms 7
Assumptions 8
Limitations 8
Method and Procedures 8
Summary 11

2. ANALYSIS 12

Introduction 12
Needs Analysis 12
Instructional Goal 15
Literature, Existing Course, and Material Review 16
Plan for Project 23
Summary 24

3. DESIGN 26

Introduction 26
Instructional Task Analysis 26
Instructional Objectives 27
Establishment of Required Entry Behaviors 28
Group and Sequence Objectives 28
Learning Activities Specifications 29
Assessment System Specification 32
Evaluation System Specification 34
Learning Transfer System Specification 35
Review and Selection of Existing Materials 36

Summary....36

4. **DEVELOPMENT**....38

Introduction....38
Learning Activity Development Scheme....38
Learning Activity Development....38
Learning Activity Review....44
Materials for Formative Evaluation Produced....44
Summary....45

5. **IMPLEMENTATION**....46

Introduction....46
Materials for Implementation Reproduced....46
Instructional Delivery....46
Data Collection....49
Summary....49

6. **EVALUATION**....51

Introduction....51

Formative Evaluation....51
Summative Evaluation....66
Learning Transfer....71
Summary....71

7. **SUMMARY AND RECOMMENDATIONS**....71

Introduction....73
Methods and Procedures Used....73
Conclusions....77
Recommendations....78
Concluding Statement....79

APPENDIX A. Needs Assessment....81

APPENDIX B. Task Analysis....83

APPENDIX C. Project Planning.....86

APPENDIX D. Instructional Materials.....90

APPENDIX E. Evaluation Materials.....97

APPENDIX F. Media Locator Sheet.....110

BIBLIOGRAPHY.....112

LIST OF TABLES

Table		Page
1.	Budget for Instructional Program	24
2.	Internal Processes, Instructional Events and Lesson Plan Action for Attitudinal Learning	30
3.	Learning Activity Instructional Strategy Matrix	32
4.	Instructional Strategy and Relationship to Gagne's Internal Process	40
5.	Results of Feedback Questionnaire for the One-On-One and Small-Group Evaluations	55
6.	Results of the Post Test for One-On-One Evaluations	57
7.	Results of the Post Test for Small-Group Evaluations	57
8.	Results of the Feedback Questionnaires for the Target Population	64
9.	Results of Post Test for the Target Population	65
10.	Results of Oral Test Performance Checklist for All Evaluation Stages	69

LIST OF FIGURES

Figures		Page
1.	Baseline Data Performance for Target Population	61
2.	Post Lesson Data Performance for Target Population	66

Chapter 1

Introduction

Overview

Our nation is facing a crisis. We are living in an era where technology is changing and advancing at an unparalled rate. To keep up with these changes, we need a population of well educated, highly skilled workers. However, our schools are reporting, in increasing numbers, students who are dropping out before completing their high school education . It was estimated that in 1984-1985 26,000 White, 13,000 Black, and 10,000 Hispanic students dropped out of school in New York State (Board of Regents, 1987).

There are many factors that contribute to students becoming dropouts or at risk of dropping out. Some of these factors include:

1. Socio-economic disadvantage
2. Substance abuse
3. Single parent homes
4. Teenage pregnancies
5. Discipline and trucancy problems
6. Physical abuse and neglect
7. Dropout patterns in the family or community

8. Learning deficits or low academic achievement

To help combat these negative conditions and insure high school completion, there is a need for cooperation between the home, school and community agencies. In response to these needs, in 1987, the Board of Regents developed a working paper Increasing High School Completion Rates A Framework for State and Local Action. It has identified strategies to use within the school setting to help increase high school completion rates. Some of these key strategies include:

1. Providing Students with a Sense of Identity and Self-esteem. Promoting classroom situations which will lead to successful academic and social experiences.

2. Focus on Prevention. Reaching students at an early age to prevent problems from developing.

3. Improved Assessment of At- Risk Students. Finding improved methods for identification of at- risk students, particularly at an early age.

4. Appropriate Teaching Strategies and Learning Environments. Instructional methods should meet individual needs and learning styles. Testing and other evaluations of students ' performances should indicate that objectives have been met.

To help promote the development of appropriate teaching strategies and learning environment, New York State has implemented the Teacher Opportunity Corps (TOC). The State provides funds to colleges and universities which offer teachers an enriched program that is directed toward working with the at-risk population. The designer of this paper is a TOC member at New York Institute of Technology. As part of the curriculm at NYIT, the designer has learned various learning theories, media and method strategies, and the use of instructionalsystems design (ISD). This knowledge makes it possible to better address the problem of the at-risk student.

The designer has utilized ISD to develop a program for improving listening skills on the primary level. This is a focus on early prevention, as it is directed toward the young student. It encourages the student to acquire knowledge and fosters attitudes which encourage the development of self-esteem.

Background

Listening skills, the subject of this project, is part of the Language Arts curriculum. The major instructional areas which make up this curriculum include : 1) Listening and Speaking; 2) Composition in English; and 3) Reading and Literature.

On the national level, the need to teach oral communication skills was seen as necessary. In 1978 federal legislation amended the Elementary and Secondary Act with Public Law 95-561. This law included listening and speaking among the basic skills. In 1984 , the New York State Board of Regents issued the Regents Goals for Elementary and Secondary School Students-1984. In it, are listed the skills and characteristics each student is expected to acquire through education. Two of their listed expectations for students that relate to the author's listening skills project are:

1. Each student will master communicating and computation skills as a foundation to:

   Speak, listen to, read and write clearly and effectively in English.

2. Each student will learn knowledge, skills, and attutudes which enable development of self-esteem.

In 1988, The State Education Department issued the English Language Arts Syllabus K-12. This syllabus supports the Board of Regents goal expectations. Its aim is to assist districts in the development of curriculum. The purposes for listening and speaking skills in grades K-12 are stated in it. The designer's project relates to the following purposes

and objectives contained in that syllabus.

Purposes

1. Listening And Speaking For Social Interaction -- Communicating in everyday interpersonal situations

2. Listening And Speaking For Information And Understanding-- Acquiring, interpreting, applying, and transmitting information

Objectives-The student will:

1. Practice the elements of good listening and speaking in conversation

2. Demonstrate principles of good listening and speaking in group situations

3. Follow and give oral directions

4. Listen for and relate essential information.

The designer's project, improving listening skills, considers the element of the at-risk student and addresses the purposes and objectives stated by the State Education Department.

Statement of the Problem

Good listening skills are essential to learning. Much of the subject matter that is covered in the classroom is taught through listening. Wilt

(1950) reported that chidren spend 50 percent of classroom time involved in the communication skill of listening. However, preparing a student to be a good listener is often overlooked. Students today grow up in households where TVs, stereos, and radios are all blasting at the same time; each room in the house diffusing a different sound. While listening, they often indulge in eating, speaking and playing. When they choose to no longer listen, they simply turn off the sound with the twist of a dial.

This mode of behavior has led to poor listening skills in the classroom situation. Students find it difficult to focus in on what the speaker is saying without being distracted. They do not know how to be active, courteous listeners.

When the designer, a substitute teacher, observed the target population, a transitional kingergarten class in Silaswood School, South Huntington, N.Y., it was observed that the students exhibited poor listening behaviors. These behaviors included : 1) talking when someone was speaking; 2) not looking at the speaker; 3) playing with objects on their desks; 4) interrupting the speaker; 5) not sitting properly in their seats; and 6) day dreaming.

Purpose of the Project

The purpose of this project is to begin the development of good listening skills in young students. It is anticipated that acquiring these skills will: 1) help increase student knowledge, as hearing is a chief means of learning in the early school years; 2) help the learners to develop a sense of respect for the person speaking; and 3) allow for fewer interruptions during class lessons.

Definition of Terms

This list of terms is being defined so the reader can ascertain how they are being used in this document.

1. Teacher Opportunity Corps (TOC)--Teachers who are in a State-funded graduate program which leads to permanent certification. The emphsis of the program is on working with at-risk students.

2. At-Risk Students--Students who because of a single or multiple factor(s) have a greater likelihood of dropping out of school.

3. Transitional Kindergarten--A class comprised of no more than twelve students who were previously in a regular kindergarten.

4. Students-Learners--The students in either of the two transitional kindertgartens in Silaswood School, South Huntington School District, New

York. The target population for this project.

Assumptions

1. That none of the learners has hearing impairments.

2. That the regular teacher of the target population class (as was discussed with her) will reinforce what the designer has taught.

3. That good listening skills will help to increase the students' knowledge.

Limitations

1. That the training module used for this project has been designed for at-risk students on the kindergarten level. It may need modifications to be utilized with other students under different circumstances.

Method and Procedures

The method and procedures used to prepare this project was based on the use of instructional systems design. ISD consists of a series of five interrelated processes which, when utilized, result in the achievement of desired goals. The process begins once it has been recognized that something needs to be learned or changed.

Methods suggested by Dick & Carey (1985) have helped guide the

designer through the theory and procedures used in the ISD model. The five components of ISD are: analysis, design, development, implementation and evaluation.

Analysis

Through the use of observation and teacher survey interviews, it was determined by the designer that there was a need for listening skills to be taught. Once the instructional goal had been identified the first step in the process was analysis. The designer examined the skills that were necessary to reach the goal. Through a task analysis each behavior was broken down into its component parts.

Design

In the design stage, the entry level behaviors of the students were determined. Using the information derived from the task analysis, instructional objectives were written for each task. Instructional objectives were defined in measureable and observable terms in a format suggested by Mager (1984). Test items were designed and materials and strategies were planned which would best facilitate the acquiring of the objectives.

Development

Based on the learning domain (Bloom, 1956), the instructional activities and materials were developed. Listening skills involved both the cognitive and affective domains. The designer used a system proposed by Anderson (1983) to guide the use of media selection. The development of the learning activities was based on a framework related to the work of Gagne (1985).

Implementation

Following the revisions made from the one-on-one and small group evaluations, the program that was developed was put into operation under actual conditions. The learning was conducted with the target population and performance evaluated.

Evaluation

Using the feedback information derived from the implementation process, each aspect of the program was checked to ensure the successful acheivement of the behavioral objectives. All the data which was collected in the form of tests, checklists, interviews and questionnaires was analyzed to determine the worth of the instruction. The designer utilized the Kirkpatrick (1983) method for the evaluation process.

Summary

Because of the alarming number of school dropouts, it became apparent that programs had to be implemented to address this problem. In response to the need, New York State instituted the TOC program. Courses are given to educators, on the graduate level, with an emphsis put on the at-risk population. Listening skills which are vital to success in the classroom, was chosen and presented to a group of at-risk kindergarten students. The project was conducted using the five phases--analysis, design, development, implementation and evaluation, all of which make up the ISD process.

Chapter 2

ANALYSIS

Introduction

Once it has been determined that something needs to be changed or learned, the first step in the instructional system design process is analysis. The analysis procedure involves: 1) a job task analysis to determine the specific skills or knowledge needed to do the listening skills task and what elements of the skill the student does or does not possess; 2) a target population analysis to take into account kindergarten students' characteristics. The background of the student is considered in case there are deficencies which might effect performance of new skills. Such things as intellectual level, physical disabilities, age, motivation, and interests are examined; 3) organizational constrainsts are acknowleged which may effect decisions about how, when, where, and why the learners may be trained.

Needs Analysis

The need for listening skills to be taught in the classroom was made by general observation on the part of the designer, a substitute elementary school teacher. It was apparent that students on all grade levels display poor listening skills. They often speak while someone else is speaking. They interrupt at inappropriate times and they are easily distracted.

The comments and concerns of other teachers were also taken into

account in determining the need for listening skills to be taught. A list of concerns given by other kindergarten teachers is found is Appendix A.

Job Task Analysis

There were four main tasks analyzed as necessary for teaching good listening skills. The tasks were then broken down into subskills which are required in order to execute each task. A complete task analysis can be found in Appendix B.

Target Population Analysis

The target population used for this project was comprised of twelve students in the implementation and eight students who were used for the one-on-one and small group evaluations. The students were from two different transitional kindergarten classes attending Silaswood Elementary School, South Huntington, New York. They ranged from 6-6.5 years of age. Twelve of the students were girls and eight were boys. Four of the students were Black, two were Hispanic, and fourteen were White. Because of poor academic skills, as diagnosed by both teacher assessment and California Achievement Test (CAT) results, the learners were repeating kindergarten. Next year they will be placed in a regular first grade class. The class is assisted by both a teacher and a paraprofessional to allow for a greater amount of individual attention to be given to this at-risk group.

According to Piaget, as described by Schwebel and Raph (1973), the

students in this age group are completeing the preoperational stage of their intellectual development and are entering the concrete operational period. The intellectual skills of this group vary. Not all children reach the same stage of development at the same time. Some of the students can read and write while others are still finding it difficult. Several of the learners are bilingual and have less capacity in English. Their attention span is short, so lesson time must be limited . Some of the learners are easily distracted and lose concentration. Unnecessary envirommental factors or distractions should be eliminated when presenting a lesson.

The students in this target population are starting to become independent and socially aware. The opinions and expectations of other children, as well as teachers, are becoming important to them. This is a perfect opportunity to begin establishing good listening skill practices. The students are learning to relate by giving and sharing and expressing their ideas. They can see that part of group life is to some extent conformity. The learners in this target population like and need to be told that they are "doing well". The use of praise and rewards would be useful methods for the designer to employ.

The students in the target population are interested in the world around them. They enjoy such things as painting, coloring, and playing with puzzles. They enjoy hearing stories and pretending. They enjoy music and sound. These activites and interests should be incorporated by the designer into the

instructional delivery.

Organizational Constraints

Because the designer, a substitute teacher, did not have a class with which to conduct the training module, authorization to do the project had to be obtained from the head of South Huntington personnel and the principal of Silaswood Elemenatary School. Two cooperating teachers were identified. They had to be periodically consulted for availability and time so that normal class routines and schedules were not drastically interrupted. This sometimes limited the day, or the amount of time that could be spent in the classroom on a particular day.

Instructional Goal

During typical classroom instructional activities, students will demonstrate courtesy while listening to someone else speak by listening actively, and entering a conversation at the appropriate time. They will explain why being a courteous listener is necessary.

To begin the systems approach, an instructional goal needs to be written. It must contain a clear statement of learner outcomes and a description of what will be achieved at the conclusion of the instruction (Dick and Carey, 1985). The instructional goal for this project was derived from a needs assessment based on the designer's experience with learners in the

classroom situation. It was apparent that a change was needed in students' listening skill habits.

Once the instructional goal was stated, it was analyzed and broken down into its component parts (subskills) to determine what learning domain was involved for the students. Demonstrating good listenting skills was catagorized as being an affective, attitudinal goal, according to Bloom (1964). Displaying courtesy while listening is a choice that has to be made on the part of the student. It is a decision to act in a particular manner under given conditions. To determine the subordinate skills for an attitudinal goal it should be asked, "What must the learner do when exhibiting this attitude?" and "Why should they exhibit this attitude?" (Dick and Carey, 1964). The subordinate skills will include the cognitive (intellectual) domain as learners will have to understand why they should act in a particular manner and be able to state why they should exhibit this attitude (verbal information).

Literature, Existing Course and Material Review

Related Theory

Elements of the facilitative learning theory of Rogers (1969), the behaviorist learning theory of Skinner (1954), and the works of Piaget (1973), were incorporated throughout this project. Both Rogers and Piaget emphasize seeking out those things that are of interest and importance to the learner. The designer, in choosing media, has taken this into account. Young students

like hearing stories, playing games, and constructing things. Much significant learning is acquired through doing. The learners were actively involved in all of the lessons presented. Acccording to Rogers, the learners' affective needs such as feelings, values and attitudes are equally as important as their cognitive needs. A great deal of time was spent discussing students' feelings to help promote and understand the need for courteous listening skills. According to Piaget's developmental levels, the learners in this age group are developing the abiltiy to use logic in understanding the need for social communication.

In Skinner's system of operant conditioning, when learners' acts are reinforced they are strenghtened and made more likely to reoccur in the future (Skinner, 1954). Positive reinforcement was conducted by the author in the form of verbal praise given immediatly to the learners after demonstrating good listening skills. Stars were given as a reward to students who displayed positive behaviors.

The designer utilized the learning concepts of Gagne (1985) to decide what methods should be used in presenting the lesson infomation. Based on the learning domain (affective), the appropriate kind of external stimulation was given to the learners which would best support the internal process of learning.

Literature Review

A literature search was conducted to find publications which were relevant to the designer's work on teaching good listening skills. An ERIC database search was conducted by NYIT library as well as sources in the South Huntington and Adelphi University libraries. At the conclusion of the search, a list of fifty-six resources were listed. Many of the publications did not pertain to the topic or age group, others were repetitive. Nine publications from all sources reviewed were considered appropriate to the subject.

1. Winn, D. D.)1988). Developing listening skills as a part of the curriculm. The Reading Teacher. 42(9), 144-146.

The author of this article notes the importance of teaching listening skills and how it can best be achieved by integrating it into the existing curriculum. It is developed by both the teacher and the students based on the needs of the class. A selected listening skill is practiced throughout the day in the various subject areas. Students are made aware that a listening skill is being taught and can see its importance.

2. Duker, S. (1961). Goals of teaching listening skills in the elementary school. Elementary English. 38, 170-174.

The author of this article discusses the purposes for teaching listening skills. It answers the question, What kind of listener do we wish to

develop? Listed are ten different qualities that good listeners should possess. Among those listed is being a courteous listener. It states that courteous listeners help make speakers more effective by putting them at ease. One of the objectives in this thesis deals with understanding the feelings of the speaker so that students will realize how important it is to be a courteous listener.

3. Funk, H., & Funk, G. (1989). Guidelines for developing listening skills. The Reading Teacher. 42(2), 660-663.

This literatary source discusses the importance of developing good listening skills in the elementary classroom and gives suggestions for improvement. The suggestions include : 1) guidance on the part of the teacher to make students aware of the purpose for listening ; 2) setting the stage for listening to provide the proper atmosphere ; 3) providing immediate follow-up activities to allow students to apply their new information and receive feedback about unclear learning ; 4) using methods that promote positive listening skills. The designer of this project has used all of these suggestions in presenting the listening skills project.

4. Strickland, R. G. (1969). Language arts in the elementary school (third edition). Massachusetts: D. C. Heath and Co.

This book covers all aspects of the language arts program, from factors that influence language growth to introducing a foreign language into the elementary school. Chapter six, Learning to Listen, gives good background

information on listening stages, experiences, problems and ways to help children grow in ability to listen.

5. Engleberg, I. N. (1988, April). Listening in Austraila: Lessons from down under.

This paper, that was presented at the Annual Meeting of the Eastern Communication Association, relates the importance of teaching listening skills in the elementary school. Four specfic recommendations were given for the development of listening in the Austrialian educational system. Two are related to this project. First, listening skills should begin in the elementary school and be part of the curriculum. Second, it should be taught early and often. Both recommendations lend support to the designers working with this skill on the kindergarten level.

6. Landry, D. L. (1969). The neglect of listening. Elementary English. 46, 599-605.

This article addresses the reasons why teaching listening skills is so often overlooked in the schools. It states three factors as causes. First, tradition is a factor. Teachers consider listening to be something that is developed naturally, like walking, and therefore does not require teaching. It has not been separated from hearing. Traditionaly also, listening is difficult to measure and evaluate. Time is the second factor. Because of the over-burdened curriculum, many teachers feel there is no time to teach listening.

Training is the third factor. Teachers themselves have not been given proper training in this area. This supports the designer's need for teaching this often overlooked skill.

7. Smith, J. A. (1967). Creative teaching of language arts in the elementary school. Boston: Allyn and Bacon, Inc.

This book contains a chapter dealing with the creative teaching of listening. Suggestions are given related to the particular nature of the listening skill. There are several good suggestions given for attentive listening skills. However, there were no recommendations for improving courteous listening .

8. Logan L. and, Logan, V. (1967). A dynamic approach to language arts Toronto: McGraw-Hill Company of Canada Limited.

Chapter four of this book covers listening skills. It lists objectives, techniques for the teacher, activities and ways to evaluate listening activities for specific purposes. Included is listening for information. Many of the activities given however, were not age appropriate for the target population. It did not include ways to develop courteous listening.

9. Newman H. (1972). Effective language arts practices in the elementary school: Selected readings. New York: Kiley and Sons, Inc.

A chapter of this book deals with listening. Aims and activities are given for the various listening purposes. The suggestions given do not relate

to the age level of the students in the target population. It did not address the issue of understanding the feelings of the speaker.

Survey of Existing Courses and Material

Listening, a communication skill, is part of the Language Arts curriculum. There are no courses that are specificaly designed to teach listening skills. The reason for the author's choice of subject is because of its gross neglect on the part of the schools. At present the New York State Department of Education in Albany has not yet issued its Language Arts curriculum.

Materials in the form of storybooks to be used in the classroom were available which could be read to the learners. Recorded material was also found which could be utilized in lesson presentation.The following were considered revelant to the project.

1. Allard, H. and Marshall J. (1977). Miss Nelson is missing. Boston: Houghton Mufflin Co.

This story for children emphasizes the need to respect the feelings of other people. It can be useful in promoting the idea of courteous listening.

2. Walley, D. Lamont the loney monster. Kansas City, Missouri: A Hallmark Play-time Book.

The topic and subject of this storybook holds the interest of the

learners. It has passages that elicit happiness, fear, and sadness. It can be used to help judge active listening on the part of the learners as well as stimulate a class discussion.

3. Sound Effects, Vol 1, (1960). Audio Fidelity, Inc. Printed in U.S.A.

This record contains various sound effects such as: a fire engine, glass breaking, large crowd laughter, busy sound on telephone, carousel, jet taking off, birds, and hammering nails. These sounds, and others, can be used to help demomstrate to the students how they can learn things by being good listeners.

Plan for Design and Development Effort

To approximate the total student effort for this project, the three lessons, which ranged in time from twenty- fourty minute time periods, plus the time needed for testing were considered. The estimated total student effort for this project is one hundred minutes of class time.

Project Plan

This project, which began in September, was completed in May. To insure its completion within a given time frame, a major events time line was developed along with Gant and PERT charts. They were designed to indicate the time allotment for each stage of the ISD. Refer to Appendix C.

Budget

A budget assessement was made for the learning program based on such factors as: labor, travel and material costs. The results are outlined in Table 1.

Table 1

Budget for InstructionalProgram

Expense	Hours	Cost	Subtotal	Total
Labor Costs				
Analysis	25	500		
Design	40	800		
Development	60	1200		
Implementation	30	600		
Evaluation	12	240		
				Total
Labor			3340	
Material Costs				
Instructional Media		4		
School Supplies		6		
Total Materials			10	
Final Total				$3450.00

* Rate Based on $20 per hour

Summary

Based on a needs analysis and job task analysis conducted by the designer, a need for the learning program was determined. The instructional goal was stated and broken into its component parts to ascertain its

learning domain. The learning domain was identified as being both affective and intellectual. The target population was analyzed to determine its special characteristics. Existing literature which was relevaant to the designer's topic was reviewed. A survey was made of existing courses and materials. PERT and Gant charts were developed for the timing of activities. An estimated budget was prepared for the instructional program.

Chapter 3

Design

Introduction

Design, the second phase of ISD, guided the designer in what materials and teaching strategies were to be used. Based on the task analysis, all the skills which the learners would need in order to perform the instructional goal were identified. Instructional objectives were written for each task needed to perform better listening skills. They were defined in measureable and observerable terms. Test items were developed to see that the skills were being measured. Learning objectives were grouped into a logical sequence for instruction. Entry level behaviors of the kindergarten learners were defined. Strategies and materials were determined.

Instructional Task Analysis

After the instructional goal was defined, a task analysis was written. A flow chart was used to list all the tasks that were necessary to complete the goal. Each task was then broken down into its sub-tasks, so that no necessary skill would be overlooked. See Appendix B for the complete task analysis.

Instructional Objectives

1.0 Given a classroom situation, learners will show courtesy while listening to a speaker. They must remove objects from desk, fold hands, sit up in seat, display eye contact with speaker, and speak to no one. They will orally state the rules for courteous listening. They must state three of the five rules.

2.0 When listening to a speaker during instructional time, the learners will listen actively. They must listen to what is said and must react to the mood of the speaker by laughing if something is funnny and frowning if something is sad.

3.0 Given a classroom situation when listening to a speaker, learners will enter a conversation at the appropriate time. Learners must wait until the speaker is finished speaking and must then raise hand to speak. They will orally state rules for entering a conversation at the appropriate time. They must state two rules.

4.0 Given a classroom situation, when asked, learners will explain that by listening courteously they will show respect for the speaker and they will learn information from the speaker. Learners must state both reasons for courteous listening.

Instructional objectives are written to help achieve the instructional goal. They are derived from the skills and knowledge needed to accomplish

the goal. They make up the content of the learning program. An objective describes the behavior the learners must be able to demonstrate at the conclusion of the training as evidence that the subject was mastered.

Performance objectives are defined in observable and measurable terms. According to Mager (1984), they answer three questions. "(1) What should the learner be able to do? (2) Under what conditions do you want the learner to be able to do it? and (3) How well must it be done?" (p. 21). Three characteristics, performance, conditions, and criterion, make up the statement of the performance objective. For each of the four major tasks identified by the designer, instructional objectives were written.

Entry Behaviors Defined

Entry behaviors are the prerequisite skills or knowledge necessary for the learners to have in order to begin the instruction. Entry skills necessary to practice good listening habits with the kindergarten target population would include:

1. Comprehend what is said
2. Display self-control typically expected of a kindergarten student.

Group and Sequence Objectives

After the major skills and subordinate skills were identified and objectives written, the skills were clustered. They were grouped by the

designer according to logical lesson presentations. In lesson one, skills dealing with understanding the feelings of the speaker was presented, along with the skills needed by the listener for making the speaker feel more comfortable. In lesson two, skills pertaining to being a courteous listener to learn information from the speaker was grouped together. In lesson three, skills for entering a conversation at the appropriate time were presented together.

Learning Activities Specification

The learning activities are presented in terms of instructional events which make up the lesson plan. Gagne (1985) describes nine internal phases of learning and the relationship to the external instructional events which make up the lesson plan. Different methods are used for different learning outcomes. Table 2 illustrates the relationship of the internal phases of learning, the events of instruction, and the lesson plan action in presenting an attitudinal learning outcome.

Each learning activity employs different instructional methods and media. Table 3 shows content, instructional method, and media used in a learning activity instructional strategy matrix. The selection of instructional media was based upon the learning domain of the goal (Gagne, 1984), and the interests and abilities of the learners. Using the selection chart in Anderson (1983), those which were considered most suitable were :

audio tape, charts, roleplay situations, printed materials and models of real things. Because the learners in the target population have a limited

Table 2

Internal Processes, Instructional Events and Lesson Plan Action for Attitudinal Learning

Internal Process	Instructional Event	Lesson Plan
1. Reception	Gain learner attention	Use stimulas change
2. Expectancy	Inform learner of Objective	Seldom annouced before hand
3. Retrival to working memory	Ask for recall of prior knowledge	Recall action involved personal choice
4. Selective Perception	Presenting stimulus	Use human model show nature of choice
5. Semantic Encoding	Providing learning guidance	Human model demonstrates choice
6. Responding	Eliciting learner performance	Have learner perform new skill
7. Reinforcement	Providing feedback	Give learner feedback information
8. Retrieval and Reinforcement	Assessing performance	Give test to evaluate performance of new skill
9. Retrieval and Generalization	Enhancing retention and transfer	Give practice and spaced reviews

attention span, to help keep their interest, strategies and media need to be

varied and age-appropriate . Jones, Bagford and Wallen (1979), give a complete description of instructional aids and strategies to be used in the classroom situation. It defines them, gives their advantages and disadvantages, and guidelines for their use.

Role-play will be used with the students so they can "feel" the situation of being the speaker. It is a valuable strategy which gives the learner the chance to perceive how others might feel, think and act (Jones et al.,1979). Audio materials in the form of tape recorded sounds will be used for recognition and discrimination (Anderson, 1983), demonstrating why good listening is so important. Charts will be used for two purposes: 1) experience charts will be written by the learners to keep a record and review what is learned; and 2) a Star Listener chart will be used to reward learners who model good listening behaviors (Skinner, 1954). Printed materials in the form of storybooks will be used to communicate ideas. Books are helpful in meeting objectives in both cognitive and affective domains (Jones et al., 1979). Students will make and wear rabbit ear headbands to help reinforce the concept of being a good listener. Having learners make models enhances the learning situation as well as providing motivation for it. It gives them tangible support for ideas and concepts. Games are a non-threating, enjoyable method to provide drill and practice of skills. Simple Simon and Gossip was used to reinforce and demonstrate the

need for having good listening skills.

Table 3

Learning Activity Instructional Strategy Matrix

Learning Activity	Content	Instructional Method	Media
1, 1.2, 1.3, 1.4	Courteous Listening	lecture, demonstration	charts, printed material
1.5	States Rules	demonstration	charts
2, 2.1 2.2	Listen Actively	lecture, discussion	printed materials
3, 3.1 3.2	Enter Conversation	lecture	printed materials
3.3	States Rules	demonstration	charts
4, 4.1	Learn Information	lecture	tape recorder, games
4., 4.2 4.21, 4.211 4.212, 4.213	Respect Speaker	lecture, roleplay	printed materials

Assessment System Specification

Because of the nature of listening skills, it has been traditionally difficult to evaluate (Landry, 1969). Being a courteous listener reflects an attitude on the part of the learner. There is usually no direct way to assess learners' attitudes. Affective objectives usually require observation on the

part of the instructor which infer student attitudes (Dick & Carey, 1985). However, using such instruments as a pretest before, progress checks during, and a post test after the completion of the instruction, learning performance was evaluated.

Pretest

The pretest measures the skills that will be taught. It identifies, for the instructor, the amount of prior knowlege on the subject the students have. An observation checklist was used to record the use of negative listening behaviors exhibited by the learners before the instruction.

Progress Checks

Observation checklists for each learner were used throughout the instruction. They indicated whether there had been any significant change in the learners actions and attitude.

Post Test

A post test was be given at the conclusion of the instruction. It assessed all of the instructional objectives. There was an orally read written test to see if the facts on good listening skills were learned. There was also an observation checklist used to see if the number of negative behaviors exhibited after the instruction has decreased.

Evaluation System Specification

The designer used two types of evaulation for this project. There was a formative and a summative evaluation.

The formative evaluation is used to collect data information so that revisions may be made to improve the effectiveness of the materials and the instruction of the learning program. There were two stages in the formative evaluation: one-on-one; and small group.

One-On-One

Two students, who are representive of the target population, were used individually to get initial feedback reactions on instructional content and materials. It will be used to obtain information on such things as: lesson size, time allotment, vocabulary, motivation, faulty materials, correct sequence presentation, and test data information.

Small Group

The small group consisted of six students with the same background as the target population. The purpose of the small group was to determine if the revisions made in the one-on-one were effective and if there were further revisions necessary.

The summative evalulation utilized all the data collected during the implementation to determine the worth of the instructional project. Kirpatricks' four levels of evaluation were used to help assesss the data

results (Phillips, 1983). The four evaluation levels are:

1. Reaction: what the learners thought of the instruction. Attitude questionnaires were used to evaluate this level.

2. Learning: what learning took place of skills or facts presented in the instruction. Pen and pencil tests were used to judge this level.

3. Behavior: what change is there in the behavior of the learners because of the instruction. Before and after comparisons of behavioral observations were employed to make the evaluation.

4. Results: what is the improvement in the class situation because of the training. This examines long range effects.

Learning Transfer Specification

The designer of this project does not have a permanent class or regular school. The project was conducted by consent of South Huntington personnel. Therefore, there can be no definite assurance that the skills will be maintained after the completion of the training program. However, to help encourage its continuation, the support of the cooperating teacher will be enlisted. She will be asked to: 1) review the rules periodically with the learners; 2) continue to give rewards to learners who demonstrate the skill; and 3) act as a role model in using the skill. These measures will help reinforce what was taught and have impact on the

learners (Philips, 1983).

Review and Selection of Existing Materials

Two of the existing publications reviewed during the analysis stage were included in the instructional materials. The others helped to provide information and ideas in the development of the learning project. The two included were:

1. Miss Nelson Is Missing -- This storybook will be read to the learners in the first lesson. It will help illustrate the need to respect the feelings of the speaker.

2. Lamont the Lonely Monster-- This storybook will be read to the students in the third lesson. It will be used to measure active listening on the part of the learners as well as lead to a class discussion. The rules for entering a conversation at the appropriate time will be used during the discussion of the book.

Summary

In the design stage of ISD a task analysis was conducted . Major skills and subordinate skills were identified which are necessary to teaching courteous listening. Instructional objectives were written for each of the required skills. Entry level behaviors of the learners was determined. The

tasks were grouped into a logical sequence for lesson presentation. Gagne's nine steps of instruction and the internal process of learning were applied to the lesson plan. Instructional methods and media for each learning activity were chosen based on the attitudinal learning domain and the interests of the learners. To assess the learning, pretests, progress checks and post tests were decided upon. To evaluate the program, a formative and summative evaluation were used. Plans were develped to ensure the transfer of learning. In reviewing existing materials found in the analysis stage, two books were selected to be included in the instructional materials: Lamont the Lonely Monster and Miss Nelson Is Missing.

Chapter 4

Development

Introduction

Development is the third phase of instructional systems design. Teacher and student activities are defined, and developed into three lessons to be presented. Materials for use are developed based on learning objectives identified in the design phase. Testing of materials is done to see if media and methods are accurate and effective in getting the objectives across.

Learning Activity Development Scheme

The scheme used to develop the learning activities was based upon each of the three lessons presented. Lesson One was developed first, choosing its contents, media and methods. Using the same plan, Lesson Two and Lesson Three were then developed.

Learning Activity Development

The development of the learning activity module was based on the instructional strategy described in Dick and Carey (1985). The five components of the instructional strategy used are as follows:

1. Preinstructinal Activities--The learners are motivated, they are

informed of the objective, and entry level behaviors are determined.

2. Information Presentation--Lessons content is presented in a hierarchical form, the scope of the material presented is determined, the amount to be presented for each lesson because of age and attention span is considered, and lesson information and concepts are explained by using examples and nonexamples.

3. Student Participation--Learners are given practice activities related to the objectives with feedback information.

4. Testing--Criterion referenced tests are used to assess the program.

5. Follow-Through Activities--Recommendations are made for additional practice of skills for the purpose of enrichment and remediation.

Each of the lessons produced was based on this instructional strategy model.

Using the five components of the instructional strategy model each of the three lessons was developed. They correspond to Gagne's (1985) nine internal processes. See Table 4. The following is how each of the five strateges was to be used to teach listening skills with the target population.

Lesson 1

1. Preinstructional Activity: Young children are very curious. The learners were highly motivated when a new teacher (the designer) came into

their classroom to speak to them. This provided a change in stimulus.

Table 4

Instructional Strategy and Relationship to Gagne's Internal Process

Instructional Strategy	Internal Process
1. Preinstructional Activities	Reception Expectancy Retrival to working memory
2. Information Presentation	Selective Perception Semantic Encoding
3. Student Participation	Responding Reinforcment
4. Testing	Retrival and Reinforcement
5. Follow-Through Activities	Retrival and Generalization

Initially, the learners were not told the objective because an attitudinal skill was being taught. They were later informed that the objective is to be a courteous listener to make the speaker feel better. The entry level behavior of self control was discussed with the learners.

2. Information Presentation: Because of the age and limited attention span of the learners the lessons were kept short. The designer, who was the speaker told the learners about herself. The learners were then put into the

position of being the speaker. This enabled them to understand that speakers have feelings when they are in front of a group. Acting as the human model, the designer demonstrated both examples and nonexamples of being a courteous listener. The students were asked which behaviors would make a speaker feel better.

3. Student Participation: Learners were asked to describe how they felt being the speaker. They made an experience chart of rules to use for being a good listener. Learners were also asked to demonstrate how courteous listeners behave. The designer provided them with feedback information about their actions.

4. Testing : The students were asked to state the rules for being a courteous listener. Their demonstration also served as a test to see that they understood how good listeners act. An observation checklist was used to record the results.

5. Follow-Through Activities : Because courteous listening is a part of almost every school activity, opportunity to practice can be given throughout the school day. It can be reinforced by giving praise and stars to those learners who display the desired behaviors.

Lesson 2

1. Preinstructional Activities: The learners designed their own rabbit ear handbands to wear as a reminder to be a courteous listener. This provided

motivation. They were informed of the objective; being a good listener will help them to learn things.

2. Information Presentation: Using tape recorded sounds, the learners closed their eyes, and listened carefully to see if they could identify what the sounds were.

3. Student Participation: Learners were given the opportunity to practice good listening in order to learn things, by playing games. Those students that listened carefully won the games. They received stars on the Star Listener chart.

4. Testing: An observation checklist was used to record students' listening behaviors. The students were asked to orally state the need for courteous listening.

5. Follow-Through Activities: For enrichment and remediation purposes, tell the learners a story and stop at an important point. Have the learners complete the story using the information they already heard. Continue to play the games used in the lesson.

Lesson 3

1. Preinstructional Activities: To gain learner attention, the lights in the room were lowered. This provided a change in stimulus. They were informed that the objective is to listen actively to what is read and learn how to enter a conversation at the appropriate time.

2. Information Presentation: The learners were told that to enter a conversation at the appropriate time they must wait until the speaker is finished speaking and then raise their hand to speak. This was demonstrated by the designer using examples and non-examples of entering a conversation.

3. Student Participation: A storybook, Lamont the Lonely Monster, was read to the students. At its completion, there was a discussion about the story. The learners had to react to the mood of the story by laughing when it was funny, screaming when it was scary, or frowning when it was sad. They had to demonstrate the two rules for entering a conversation before they could have a turn speaking in the class discussion. As feedback, stars were given to the students who demonstrated the proper behaviors.

4. Testing: The learners were asked to orally state the two rules for entering a conversation. An observation checklist was used to record behaviors and active listening on the part of the learners.

5. Follow-Through Activities: Throughout the school day, learners will be asked to participate in conversation. They will also listen to many speakers and react to what is being said. Good behaviors should be noted by the teacher and rewarded. This will help reinforce the skills.

Instructional strategies and materials used for the lessons was first tested on two students from the target population. Lessons were then revised for succeeding presentations. Modifications included such changes as: level

of vocabulary, sequence of events, media improvement, and unclear test directions. Making these changes helped the designer realize that until materials and strategies are tested, it cannot be assumed they will work.

Learning Activity Review

The designer reviewed all the instructional materials developed for the project. They were then presented to a group of seven fellow teachers for feedback information on appropriateness of content and feasibility. They were also reviewed by the two cooperating teachers for being age-appropriate and holding the interest of the learners. Two changes were made after the review by TOC members. Initially, to put the learners into the position of being the speaker, a "Tell Me About Yourself" list was to be read to them. It was decided that the learners should not be given suggestions and just be asked to tell something about themselves. The second suggestion was to read the students a book to illustrate the need for understanding the feelings of others and the need for being a courteous listener. Miss Nelson Is Missing was used to present this information.

Materials for Evaluation Produced

For the summative evaluation, the designer used reaction questionnaires, class performance checklists, individual performance checklists and post

tests. There were two class performance checklists produced and twenty copies of each of the others for the one-on-one, small group, and field trial students.

Summary

Materials were developed by the designer using the nine instructional events of the lesson plan. The instructional events were logically sequenced. An instructional strategy was used to develop the lesson plan. The five components of the instructional strategy were: 1) preinstructional activities; 2) information presentation; 3) student participation; 4) testing; and 5) follow-through activities. The instructional materials were reviewed by nine other teachers to insure content, age appropriateness and feasibilty. Copies were made of materials to be used in the summative evaluation process.

Chapter 5

Implementation

Introduction

Implementation is the fourth phase of instructional systems design. The program is put into operation under actual conditions. The learning is conducted and performance is evaluated to see that the learning objectives have been reached. Both the learners and the teacher need to be evaluated. Lessons may need to be altered or media require improvement. The students' performance must be checked to see that objectives are met. Data is gathered to help assess the program for the summative evaluation.

Materials for Implementation Reproduced

After each stage of the formative evaluation: one-on-one, and small group revisions were made in the instructional strategy and materials. For implementation with the target population, twelve copies of instructional materials were made. Copies of materials produced can be seen in Appendix D.

Instructional Delivery

The two stages of the formative evaluation and the implementation were conducted at the Silas Wood Elementary School. The students who particiated were from two transitional kindergarten classes. Both classes were made up

of students who were the same age and on the same academic level. The students in the one-on-one and small group evaluations were from one class, which shall be referred to as class A, and the students in the implementation group were from the second class, which shall be referred to as class B.

Two students participated in the one-on-one evaluations and six students in the small group evaluations. Student selection was done with the assistance of the cooperating teacher, as she was more familiar with the learners than the designer. The target population group was comprised of the twelve students who made up class B.

To keep disruption of class routines at a minimum, the one-on-one and small group evaluations were sometimes conducted on concurrent days. For example, Lesson 1 was presented to the one-on-one students on March 14. After it was analyzed and revisions were made, it was presented to the small group on March 16. On that same day the one-on-one students were presented with Lesson 2. This procedure was continued until March 31 when the final small group evaluation lesson was presented.

Implementation with the target population was conducted after the one-on-one and small group evaluations were concluded, analyzed and revised. On March 2, before the formative evaluations began, an observation of the target population was made by the designer. The students to be used for the one-on-one and small group evaluations had not been selected at this time, so

they could not be observed. The designer used a checklist to record the listening behaviors demonstrated by the students. Refer to Appendix E for checklist. Lessons presented to the field trial group began on April 11. On the time line in Appendix C, it is listed to begin on April 4. The presentation of lessons had to be postponed as the cooperating teacher of class B became ill. The lessons could not be conducted while there was a substitute teacher with the class.

Each of the evaluation groups met with the designer four times. Three times there were lessons presented, the fourth time was a post test situation. Because of the age and ability level of the learners, it was decided by the designer and the cooperating teachers that the lessons should not be spaced too far apart. The four sessions were conducted within a two- week period of time. There were two lessons presented each week. The lessons ranged in length from twenty-forty minute time periods. They were given in the morning because that was when the learners were most alert.

Changes were made from the planned implementation. In Lesson 1, the designer had planned to use a "Tell Me About Yourself" list to get the learners to speak. During the implementation, it was changed to asking the learners to say anything they chose to about themselves. The storybook, Miss Nelson Is Missing, was included in the lesson to help emphasize the need to be courteous listeners and understand that speakers have feelings. In Lesson 3, the learners

drew a picture to show what they would do to keep from being lonely. This was added to the lesson to see if the learners were listening actively to the class discussion. Drawing is something that young students enjoy doing and helps them to express their ideas.

Data Collection

During the formative evaluation, information was collected to be used for the summative evaluation. The following data was collected:

1. Class performance observation checklists
2. Individual performance observation checklist
3. Questionnaires for lesson feedback reaction
4. Post test results
5. Follow-up evaluation questionnaire

In the summative evaluation, all the data information collected was analyzed, evaluated and used to judge the worth of the program.

Summary

The program was implemented using three different groups for evaluation. The three groups were: one-on-one; small- group; and the implementation group. The materials were produced with the necessary revisions. The lessons were presented with some changes made from the originally planned implementation. A "Tell Me About Yourself" list was eliminated from Lesson 1

and a story read to the learners was included. In Lesson 3, having the learners draw a picture was added to the instructional delivery. Data was collected in the form of checklists, questionnaires, written and oral tests. This data was utilized later in the summative evaluation of the program.

Chapter 6

Evaluation

Introduction

Evaluation is the final step in instructional systems design. It is the systematic process where the kindergarten learners' performance is assessed to determine the effectiveness of the program. It is used to identify problems and to help make necessary changes. Through the assessment of data results such as: checklists; questionnaires; and tests, the success of the program is determined. In actuality, evaluation is not a final step, but can be seen throughout the various stages of the ISD. This process has given the designer feedback to check each aspect of the program to insure the successful achievement of the listening skills objectives.

Formative Evaluation

Formative evaluation is the process the designer used to gather data so that revisions could be made to make the instruction as effective as possible. Two phases were used in the formative evaluation: one-on-one and small-group.

One-On-One

The purpose of this first stage of the formative evaluation is to identify and remove obvious errors in the instruction and receive initial

reaction to the content from the learners (Dick and Carey, 1985).

The designer conducted two one-on-one evaluations for each of the three lessons presented. Two students were selected by the cooperating teacher of class A as being the most representative of the target population. Both students were 6.5 years of age and on the same academic level as the target population.

The two students used for the one-on-one evaluation were told that they would be helping the designer with a project, and that any input from them would be both helpful and appreciated. This made them feel important and more comfortable about working with a new teacher. The lessons were conducted in a corner in the front of the room, while the other students in Class A were working on their regular class activities. The designer smiled often, and praised the students to insure that they felt comfortable and could respond to the learning situation. Each of the learners was: presented with the lessons; orally tested during the lessons; given feedback questionnaires after each lesson; and given a teacher read post test after the final lesson.

Lesson 1

After the learners were put into the position of being the speaker, the designer demonstrated some of the negative behaviors used by the students in the book Miss Nelson Is Missing. The learners were asked if these

behaviors would make a speaker feel better. Both Student 1 and Student 2 were able to answer, "No" without hesitation. When developing the Good Listener experience chart, Student 1 and Student 2 were able to include all the things a good listener should do. Refer to Appendix 4 for the chart developed.

Revisions:

There were no revisions needed.

Lesson 2

The designer found that parts of this lesson did not lend themselves well to a one-on-one situation. The game Gossip was not too effective as both Student 1 and Student 2 had no other children to repeat the sentences to. They did however, listen carefully and repeat what they heard to the designer. In the listening game Simon Says, they enjoyed playing, but they had no one to compete against. When listening to the sounds on the tape recorder, both students found it difficult to identify the clapping sound.

Revisions:

1. Media improvement-- the clapping sound on the tape recorder had to be re-done.

2. Sequence change--the "Star Listeners" chart should have been presented before using the tape recorder or playing the games. Doing this would allow for the immediate awarding of stars to those learners who

were good listeners, identified the sounds or won the games.

Lesson 3

Because of the one-on-one situation, both Student 1 and Student 2 felt awkward about having to raise their hand to speak when there were only two people present. The learners did however, understand the need to raise their hand before speaking.

Revisions:

There were no revisions needed.

At the conclusion of each lesson the students were given an orally read feedback reaction questionnaire. Next to each question number there was a "smiley" face with a Y for yes, and a "sad" face with an N for no. The learners were instructed to circle the face that showed their reaction to the questions. After the learners marked their reactions, they were discussed with the designer. Table 5 shows the results of the reaction questionnaire. Refer to Appendix E for the reaction questions.

At the conclusion of the three lessons, the one-on-one students and the small-group students in Class A were given an orally read post test to determine if they had learned the facts presented in the lessons. They were instructed to circle the smiley face or the sad face to indicated their answer. The test was administered to the one-on-one and small-group

Table 5

Results of Feedback Questionnaire for the One-On-One and Small-Group Evaluations

Lesson	Question	One-On-One		Small-Group	
		Yes	No	Yes	No
1	1	1	1	4	2
	2	2	0	5	1
	3	2	0	6	0
	4	2	0	6	0
	5	2	0	6	0
2	1	2	0	6	0
	2	2	0	6	0
	3	1	1	6	0
	4	2	0	6	0
	5	2	0	6	0
3	1	2	0	6	0
	2	2	0	6	0
	3	2	0	6	0
	4	1	1	6	0
	5	2	0	6	0

Question one, in Lesson One, asked if the student liked being the speaker. All of the students that answered No were shy and felt uncomfortable about being the speaker. Question two, in Lesson One, asked if being the speaker helped to understand that a speaker has feelings. When the student who responsed No was questioned, the student understood enough to reply, "That"s why you don't turn off the speaker like you do a TV."

students together to minimize class disruptions. After reviewing the tests, the designer found that the test directions were unclear. Some students circled the faces while other circled the Y or N. Tables 6 and 7 show the results of the post test.

As a result of the one-on-one evaluations, the designer found that there were errors in the instruction that needed revision . Changes needed to be made in media, lesson sequence, and improvement of test directions. It also provided the designer with positive initial reactions to the lesson content.

Small-Group

The primary purpose of the small-group evaluations is to determine the effectiveness of the changes made following the one-on-one evaluations and to determine if there are any remaining problems in the instruction (Dick and Carey, 1985).

The designer used six students for the small-group evaluations. They came from the same transitional kindergarten class as the one-on-one students. They were the same age and ability level as the target population. The learners were selected at random. According to Dick and Carey (1985), this is the best way to select learners because the findings generally apply to the entire target population. Each student in the class (except the two learners used for the one-on-one evaluations) selected a piece of paper which had a number on it from one to ten. The designer then wrote six

Table 6

Results of the Post Test for One-On-One Evaluations

Student	Test Score (%)
1	100
2	80
Average	90

Table 7

Results of the Post Test for Small-Group Evaluations

Student	Test Score (%)
1	80
2	50
3	100
4	90
5	90
6	100
Average	85

numbers on the chalk board to determine who would be part of the group.

The six students used for the small-group evaluations were also told that they would be helping the designer with a project and that their input

would be useful and appreciated. The lessons were conducted in the front corner of the room, while the other students in Class A continued to work on their regular class activities. The learners were: presented with the three lessons; orally tested during the lessons; given a reaction questionnaire after each lesson; and given a post test after the final lesson was presented.

Lesson 1

When the students were asked to stand and tell the designer something about themselves, Student 3 and Student 5 would only say their names. This however, proved to have a positive impact on the lesson. It helped to illustrate the point that sometimes the speaker feels nervous or conspicuous. At the conclusion of the lesson, the learners were asked to return to their seats and demonstrate how good listeners sit. The learners cleared their desks, folded their hands and made eye contact with the designer. Several even remembered to smile (to make the speaker feel better).

Revisions:

1. Vocabulary--several of the learners could not repeat the word conspicuous. The feeling should be referred to as "standing out."

2. Environment--The lessons need to be conducted where the students are accustomed to working, Two of the learners were distracted by the

toys located in the corner of the room where the lesson was presented.

Lesson 2

The lesson was presented with the changes made after the one-on-one evaluation. The students in the small-group evaluation did not feel uneasy about playing the games as they had other children to play them with.

Revisions:

1. Time--construction of the rabbit-ear headbands was too time consuming with the larger group. The pattern needed to be put on the cardboard before beginning.

2. Change in material--when playing the game Gossip, the sentences to be repeated needed to be made shorter in length. There was also a need for a greater physical distance to be put between the teams to avoid distractions.

Lesson 3

In a group situation, the students did not feel awkward about having to raise their hand to speak. There was, however, a new problem encountered. Some of the learners who raised their hand to speak still called out the answer. The designer suggested that they cover their mouth with one hand while raising their other hand to speak. This worked well and eliminated the over zealous student from calling out. (They also enjoyed doing this.)

Revisions:

1. Directions--instruct students before the discussion, that if they

think they might call out, to cover their mouth with their hand.

After each lesson, the learners in the small-group evaluations were given a post learning reaction questionnaire to obtain feedback information. This was the same material given to the one-on-one evaluation learners. See Table 5 for results.

Following the three lessons, the small-group was given a ten-question, teacher read, pen and pencil post test. As previously explained, it was given together with the one-on-one evaluation group. The revisions needed are the same as those listed for the one-on-one evaluation.

The results of the small-group evaluations showed that the revisions made in the one-on-one evaluations were effective. It also gave the designer a better picture of how the lessons worked with group interaction. Errors were found which needed revision. Changes needed to be made in materials used, vocabulary and test instructions.

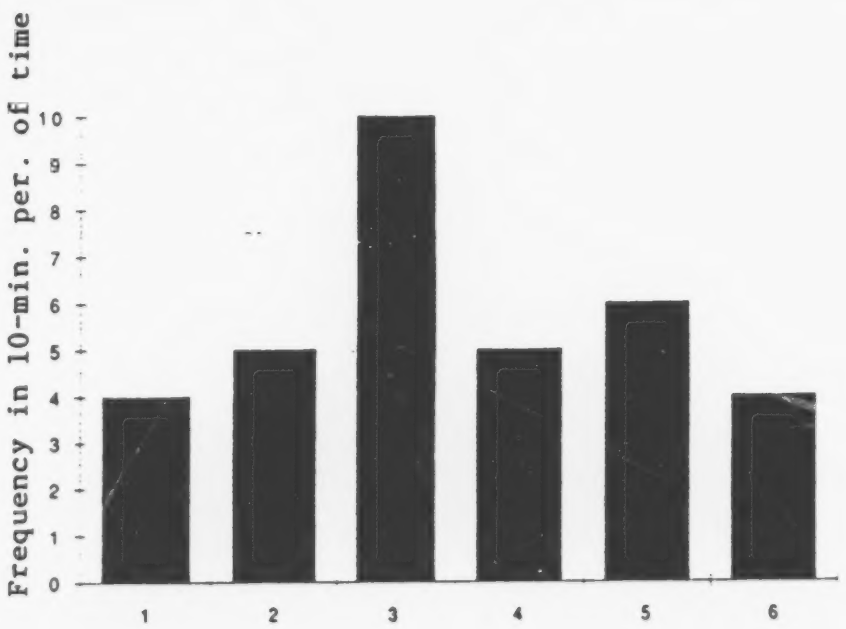
Implementation

The purpose of the implementation is to see if the changes made during the one-on-one and small-group evaluations are effective. Instruction should be presented as close to the actual environment as possible. According to Dick and Carey (1985), it should answer the question, "Do these materials work for the target population, and are there any improvements that can be made?".

The twelve students who made up kindergarten B were used for the implementation. Before the lessons were presented to the group, the designer used an observation checklist to observe the listening skill behaviors used by the learners during a lesson presented by the cooperating teacher. Baseline data performance can be seen in Figure 1.

Figure 1

Baseline Data Performance for Target Population



In a ten-minute period of time there were thirty-five negative listening skill behaviors recorded.

Because the entire class was involved, outside environmental distractions were eliminated. The learners could sit in their seats or participate in the front of the room when necessary.

Lesson 1

The lesson was presented to the target population with the revisions made in the one-on-one and small-group evaluations.

Revisons:

There were no revision needed.

Lesson 2

After making the rabbit- ear headbands, the cooperating teacher of Class B had a mirror brought in for the students to view themselves. The learners really enjoyed seeing how they looked in the headbands.

Revisions:

1. Material change--include a mirror so learners can view themselves wearing the headbands.

2. Divide lesson--construct headbands on a separate day or time than the rest of the lesson. Students were excited about them and should be given time to enjoy them.

Lesson 3

The lesson was presented with the revision made in the one-on-one and

small-group evaluations.

Revisions:

There were no revision needed.

The learners in the target population were given a reaction questionnaire after each lesson to help assess the lesson content and their reaction to it. See Table 8 for results. Following the three lessons, the learners were administered a teacher read post test. The designer used the chalkboard to demonstrate to the learners how they should mark their answers. They were instructed to circle both the smiley face and the Y or the sad face and the N. After the test was reviewed by the designer, it was interesting to note that question two was most frequently answered incorrectly. On the one-on-one and small-group post test, it was never answered incorrectly. Perhaps the word sometimes was confusing. It should read: a speaker can feel nervous. Table 9 shows results.

Two weeks after the post test, the designer returned to the classroom and observed the listening skill behaviors demonstrated by the learners during a lesson given by the cooperating teacher. A checklist was used to record negative behaviors. Figure 2 shows the results of the observation checklist for post data performance.

The results of the implementation showed that the revisions made in the one-on-one and small group were productive. It showed that the

Table 8

Results of the Feeback Questionnaires for the Target Population

Lesson	Question	Implementation Yes	No
1	1	10	1
	2	11	0
	3	11	0
	4	11	0
	5	11	0
2	1	12	0
	2	12	0
	3	12	0
	4	12	0
	5	12	0
3	1	12	0
	2	11	1
	3	12	0
	4	12	0
	5	12	0

For Lesson 1 results, one student was absent

Table 9

Results of Post Test for the Target Population
N = 11

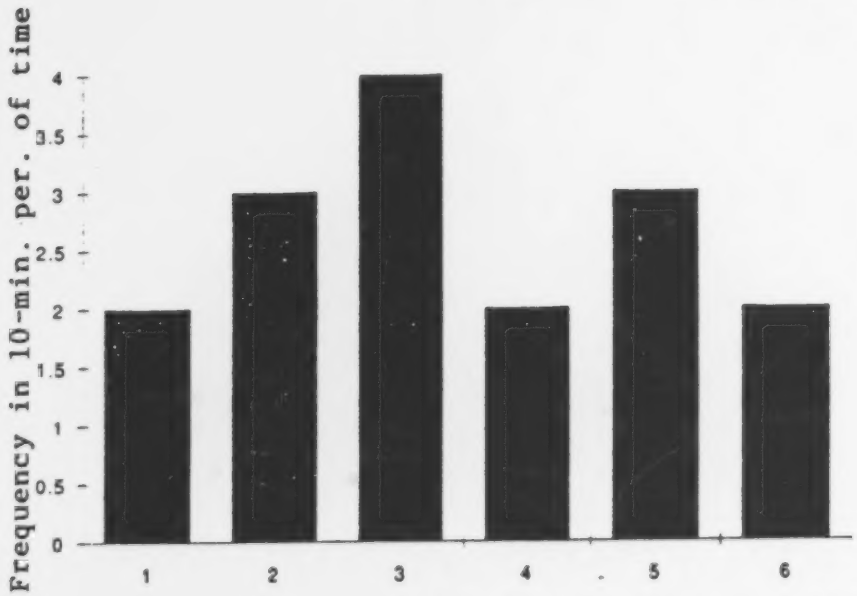
Student	Test Score (%)
1	90
2	70
3	100
4	90
5	90
6	90
7	100
8	90
9	80
10	100
11	
12	80
Mean 89%	
Mode 90%	
Median 90%	
Standard deviation 9	

Student 11 had limited English and was not given the teacher read test.

conditions for presenting the instruction were efficacious, and that the materials worked for the target population.

Figure 2

Post Lesson Data for Target Population



In a ten-minute period of time there were fifteen negative listening skill behaviors recorded.

Summative Evaluation

A summative evaluation was conducted. According to Dick and Carey (1985), "It can be defined as the design, collection and interpretation of data and information for a given set of instruction for the purpose of determining the value or worth of that instruction" (p. 258) The designer

data and information for a given set of instruction for the purpose of determining the value or worth of that instruction" (p. 258). The designer used the following learner performance data in the summative evaluation:

1. Baseline data performance checklist
2. Individual performance checklist
3. Feedback reaction questionnaires
4. Post test scores
5. Post lesson performance checklist
6. Follow-up evaluation questionnaire interview

To help evaluate the data collected, Kirkpatrick's four levels of evaluation were used (Phillips, 1983). The four evaluation levels are: reaction; learning; behavior; and results.

Reaction

This first level of evaluation answers the question, "Did the learners like the program?" Reaction does not measure the learning that takes place, but rather if the learners have a positive feeling about the instruction.

To determine learner reaction to the lessons, a reaction questionnaire was given to the students after each lesson was presented. The results of the reaction questionnaires for the target population are in Table 8.

By observation, it was apparent that the learners had a postive reaction to the lessons. Each time the designer entered the classroom, there was an

enthusiastic greeting given. This was confirmed by the cooperating teacher who said that the students looked forward to, and enjoyed the lessons that were presented. Refer to follow-up interview in Appendix E.

Learning

This second level of evaluation answers the question, "What did the students learn from the instruction ?" Although the learners may be highly receptive to the instruction, this does not insure that learning is taking place. To measure if the facts presented in the lessons were learned, the students were given a post test at the conclusion of the instruction. At various times during the lessons, the learners were orally tested to see if they knew the facts. A checklist was kept for student responses. This provided an on going account of what facts were being learned by the students.

The results of the post test for the target population is shown in Table 9. The results of the oral test performance checklist is shown in Table 10.

Behavior

The third level of evaluation answers the question, "Did the learners change their behavior because of what they learned?" To help evaluate this level, a before and after comparsion was made of the the listening skill behaviors demonstrated by the learners. The designer used a baseline data

observation checklist to observe the learners before the instruction was given, and a post lesson observation checklist to observe the learners at the

Table 10

Results of Oral Test Performance Checklist for All Evaluation Stages

Question	One-On-One		Small-Group		Implementation	
	Yes	No	Yes	No	Yes	No
1	2	0	6	0	11	0
2	2	0	5	1	10	1
3	2	0	6	0	10	1
4	2	0	6	0	11	0

One student in the field trial was not given the test because of limited English.

conclusion of the lessons. In both cases, the students were observed while the cooperating teacher was conducting a lesson. The designer recorded all the negative behaviors that occurred within a ten-minute period of time. There were thirty-five negative behaviors recored in the baseline observation. The negative behavior recorded most frequently was calling out and interrupting the speaker. A comparison with the post data observation showed that there were fifteen negative behaviors recorded.

Calling out was reduced from ten to four times. Many of the students were using their hands to cover their mouth as a reminder not to call out.

The results of the baseline data checklist for the implementation are shown in Figure 1. The results of the post lesson performance checklist for the implementation are shown in Figure 2.

Results

Results, the final level of evaluation, answers the question, "Did the change in behavior have a positive effect the organization?" This level is often difficult to evaluate, and needs long-term assessment. According to Kirkpatrick (Phillips, 1983), results in the business field can be examined by work output improvement, quality changes in the work situation, reduced costs or improved morale.

To determine if there were any worthwhile changes made in the classroom situation because of the instruction received, the designer interviewed the cooperating teacher of Class B two weeks after the last lesson was presented. Although this seems like a relatively short period of time to do a follow-up, it is not considering the age and ability level of this target population. According to the interview, the teacher felt that there were positive changes made in the students' listening behaviors. This allowed for less time to be wasted on discipline and more attention given to the learning situation.

Learning Transfer

Because the designer is a substitute teacher, there can be no guarantee that the learning will continue after the completion of the instruction. To continue having a positive impact on the classroom situation, there must be constant follow-up and reinforcement given by the classroom teacher over the course of the school year. This is supported by Mary Broad (1982), who reports that studies on the long range effects of instruction often show no significant difference. Desired results are generally achieved only in situations where there is reinforcement, cooperation, and support given for the transfer of learning to the learner's situation.

Summary

To assess the project, the designer conducted both formative and summative evaluations. The formative evaluation involved collecting data and getting feedback information about the lessons to improve the instruction. There were two one-on-one students, six small group students, and twelve implementation students used for the evaluations. The evaluations were helpful in making lesson revisions in such areas as: vocabulary, length of lessons, improvement of media, testing instructions,

and lesson sequence. Data which was collected in the form of reaction questionnaires, performance checklists, tests, and teacher interviews, was later used in the summative evaluation to determine the worth of the instruction.

In the summative evaluation, Kirkpatrick's four levels of evaluation: reaction, learning, behavior, and results, were used to assess the data collected and determine the value of the project. An analysis of the data showed: 1. a positive student reaction to the lessons as indicated by the reaction questionnaires; 2. test scores which reflected that the students learned the facts presented in the lesson; 3. a reduction in negative behaviors evaluated by the comparison of baseline data and post data performance checklists; and 4. feedback results from an interview with the cooperating teacher that the instruction continued to have a positive impact on the classroom situation.

Chapter 7

Summary and Recommendations

Introduction

This chapter gives, in summary form, an overview of the events which made up the instructional project. It describes what actually occurred during the five stages of instructional systems design. Included in this final chapter are the conclusions that the designer made as a result implementing the instructional program. Recommendations are given which may prove helpful to anyone who may wish to extend this project to another target population, area or time.

Methods and Procedures Used

Instructional systems design was the method used by the designer for the development of this project. ISD was comprised of a series of five interrelated stages. These stages included: analysis, design, development, implementation, and evaluation.

Analysis

During the analysis stage, it was determined by the designer that there was a need to teach courteous listening skills on the kindergarten level. The decision was made through classroom observation on the part of the designer, and was supported by interviews conducted with other kindergarten teachers. Working with students at this early age was one of

the strategies suggested by the Board of Regents (1987) to help reduce the increasing high school dropout rate.

The target population used for the project was at-risk transitional kindergarten students. An analysis was made of student characteristics for this target population. The designer examined such things as: interests, intellectual level, physical abilities, and motivation.

A job analysis was conducted to determine what specific skills and knowledge were needed by the students to demonstrate better listening skills. After the instructional goal was analyzed, there were four main skills identified. These tasks were further divided into subskills which were necessary to execute each task.

After the instructional goal was stated and analyzed, the learning domain was determined. Demonstrating good listening skills was categorized as an affective goal; the subordinate skills included the intellectual domain. The designer selected instructional media based on the learning domains and the needs and interests of the learners.

A major events list and time line, along with Gantt and PERT charts were develped to help guide the time element involved in the project planning. The project began on Sept. 22, 1988 , and ended on May 18, 1989. Concluding the analysis stage was an estimated budget for presenting the instructional program.

Design

During the design stage, four main tasks were identified as needed to foster good listening skills. Instructional objectives were written for each task as well as their subtasks. The entry behaviors determined necessary were: comprehension of what was said, and display of self-control on the part of the learners.

The skills were grouped, by the designer, according to a logical lesson plan presentation. The lesson plan followed Gagne's nine internal phases of learning. For each of the learning activities, media and methods were incorporated into the instructional plan. Test items were developed to see that the skills were measured. The designer used observation checklists, performance checklists, and a post test.

To evaluate the program, a formative and summative evaluation were used. During the two stages of the formative evaluations data was collected. The data results were used for the summative evaluation of the project. Kirkpatrick's four levels of evaluation were used to assess the results.

In the design stage, the author reviewed existing materials found during analysis, and selected two books which were included as part of the instructional materials.

Development

During this stage, the designer developed an instructional strategy which had five components: 1. preinstructional activities; 2. information presentation; 3. student participation; 4. testing; and 5. follow-through activities. These activities corresponded to Gagne's nine instructional events of the lesson plan.

The materials developed for the project were reviewed with other teachers for content, age appropriateness, and feasibility. Two suggestions were made and utilized by the designer.

For use in the summative evaluation, reaction questionnaires, performance checklists and post test questions were written. Two class performance checklists were produced and twenty of each of the others for each of the students in the formative evaluations.

Implementation

After the three lessons were developed, media and materials selected and test items written, the program was presented to the learners. For the implementation, three evaluation groups were used: one-on-one evaluation; small-group evaluation; and implementation with the target population. In presenting the lessons, some changes were made from the originally planned implementation. Lessons ranged in time from twenty to forty minutes, and were always presented in the morning.

During the implementation with the three groups, data was collected that was later used in the summative evaluation.

Evaluation

A formative evaluation was used to improve the effectiveness of the program. Instruction, media and methods, and learner performance all had to be checked. During each of the three stages of the formative evaluations: one-on-one; small-group; and implementation, revisions were made to improve the instruction.

Kirkpatrick's four levels of evaluation were used in the summative evaluation to assess the data collected. To make an assessment, the designer analyzed the results of the baseline data and post data performance checklists, reaction questionnaires, individual performance checklists, post tests and teacher interview.

Conclusions

After reviewing the data results, it is the conclusion of the designer that the instructional program developed for teaching good listening skills worked well with the target population. The learners enjoyed the instruction as indicated by the results of the reaction questionnaires. They were capable of understanding why it is necessary to be a courteous listener. This was verified by both their oral test results and written post test results.

Demonstrating courteous listening was an attitudinal skill. The designer hoped the instruction would bring about a change in the behavioral choice of the learners. Comparing the baseline data results with the post lesson data results it was seen that the negative behaviors were reduced by more than half. This indicated that the learners were making more positive behavior choices while listening. The interview response of the cooperating teacher indicated that even after the lessons were concluded, the positive behaviors continued.

Recommendations

1. It is the feeling of the designer that the instruction should be given by the regular classrooom teacher. This would make it possible to have the skills reinforced throughout the school day.

2. Listening skills should be taught as soon as students enter school, and should continue to be taught in each succeeding grade.

3. It is vital that the teacher constantly reinforce the idea of good listening skills. Students must be made aware that hearing and listening are not the same thing.

4. A purpose for listening should be provided. Give a specific reason for each listening experience.

5. Guide the students to be sure they understand what is called for. This will help increase their retention and understanding.

6. Prepare the learning environment for listening. Remove distractions, arrange for appropriate seating. Create a positive classroom atmosphere that is condusive to listening.

7. Allow students to listen to each other more often, not just the teacher.

8. Present activities which encourage the use of good listening skills. Some suggestions are:

a. to share experiences

b. to carry out directions

c. to relay messages

d. to get information

e. to enjoy music

9. Provide follow-up activities to check on students' understanding. This can be accomplished through such things as: art projects; discussions; and writing experiences.

Concluding Statement

Good listening skills are vital to learning and communicating. Having this skill will enhance a student's chances for success in the school situation and beyond. The designer's concern for the at-risk population led to this subject as a choice for developing and instructional program. The need was apparent!

Using instructional systems design provided an avenue that improved both the individual student and the classroom situation. Its five interrelated stages helped guide the designer from an initial need to a final instructional plan in meeting that need. Through careful planning and time consuming effort, the end result was an instructional program which satisfied the desired instructional goal.

Listening skills should be presented, step by step, as students progress through school. We cannot expect them to run, if they have not learned how to walk. It is the designer's hope that this project will prove beneficial to others who are looking to improve the listening skills of their students.

Appendix A

Needs Assessment

Needs Assessment Feedback Information

To ascertain the need for listening skills to be taught, the designer questioned five kindergarten teachers. They were asked to state their biggest problems in teaching a lesson or having children listen. The following are the most common problems encountered by the teachers:

1. Children often talk to other children during a lesson.
2. They play with objects on or in their desks.
3. They often call out or interrupt when someone else is speaking.
4. Students daydream or look around the room.
5. They don't sit properly in their seats. Often they move them around to other places in the room.
6. Time is often wasted in waiting to get the attention of all the children.

Appendix B

Task Analysis

Courteous Listenting Skills

1.0 Show courtesy while listening

- 1.1 Remove objects from desk
- 1.2 Fold hands on desk
- 1.3 Sit up in seat
- 1.4 Look at speaker
- 1.5 Talk to no one
- 1.6 State rules for courteous listening

2.0 Listen actively

- 2.1 Listen to what is said
- 2.2 React to the mood of the speaker

3.0 Enter a conversation at the appropriate time

- 3.1 Wait until the speaker is finished
- 3.2 Raise hand to speak
- 3.3 State rules for entering conversation

4.0 Explain need for courteous listening

- 4.1 Learn information
- 4.2 Respect feelings of the speaker

4. 21 Identify with feelings of the speaker

4.211 Feel nervous when speaking

4.212 Feel important when speaking

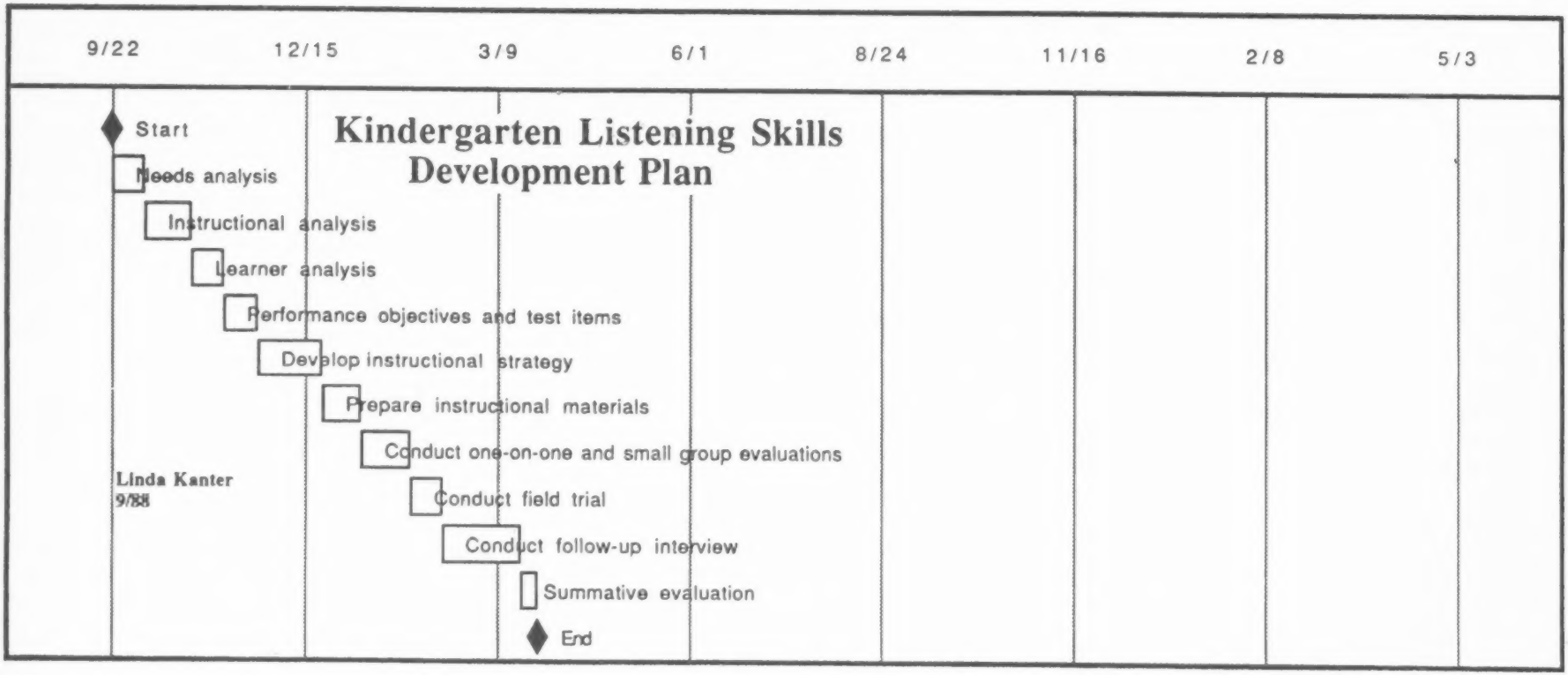
4.213 Feel conspicuous when speaking

Appendix C

Project Planning

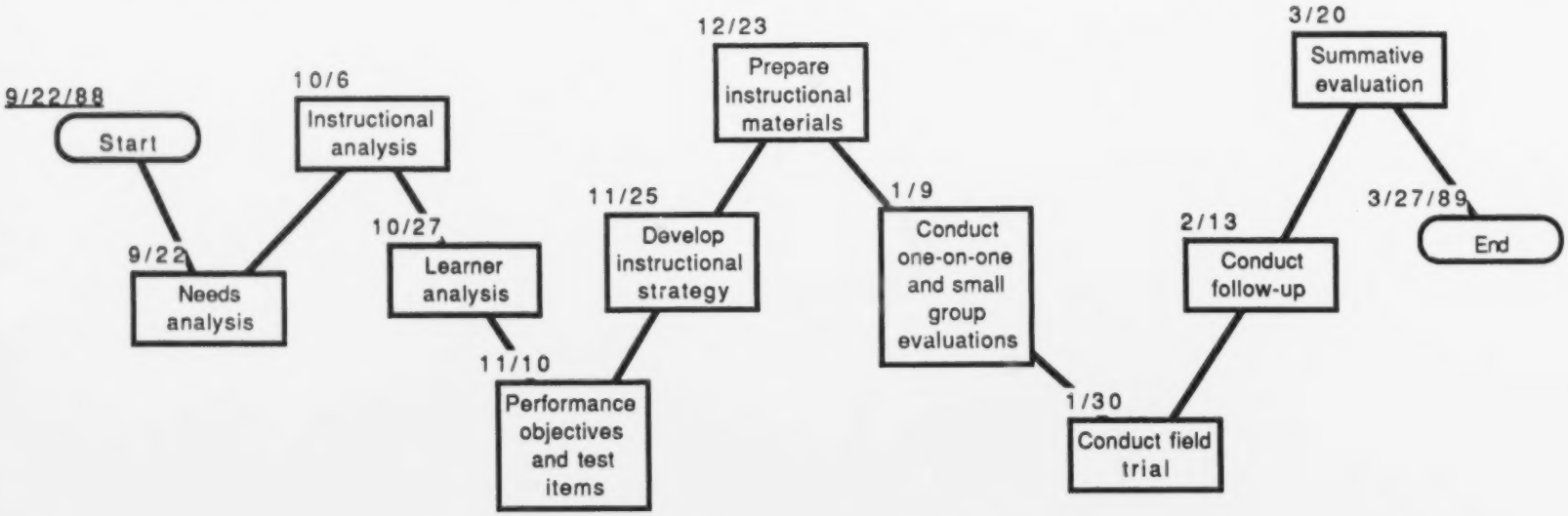
Major Events List and Time Line

	Weeks	Start	Finish
1. Start	0	9/22/88	9/22/88
2 Needs Analysis	2	9/22/88	10/06/88
3. Instructional Analysis	3	10/06/88	10/27/88
4. Learner Analysis	2	10/27/88	11/10/88
5. Performance objectives and test items	3	11/10/88	12/01/88
6. Develop instructional strategy	5	12/01/89	1/05/89
7. Materials developed	2	2/27/89	3/13/89
8. Conduct one-on-one and small group evaluations	2.5	3/14/89	3/31/89
9. Conduct field trial evaluation	1.5	4/03/89	4/13/89
10. Follow-up interview	.14	4/27/89	4/27/89
11. Evaluate results of trials	1	4/28/89	4/05/89
12. Summative evaluation	2	5/04/89	5/18/89
13. End	0	5/18/89	5/18/89


9/22
12/15
3/9
6/1
8/24
11/16
2/8
5/3
Start
Needs analysis
Instructional analysis
Learner analysis
Performance objectives and test items
Develop instructional strategy
Prepare instructional materials
Conduct one-on-one and small group evaluations
Conduct field trial
Conduct follow-up interview
Summative evaluation
End
Kindergarten Listening Skills Development Plan
Linda Kanter
9/88

88

Kindergarten Listening Skills Development Plan



Linda Kanter
9/88

Appendix D

Instructional Materials

Experience Chart

Good Listeners:

1. look at the speaker
2. don't play with objects
3. sit properly in their seats
4. fold their hands
5. don't talk to others
6. smile at the speaker
7. don't call out
8. raise their hand to speak

Miss Nelson is Missing

Storybook read to students

Star Listeners

Listening Games

Gossip

Divide the learners into three teams. Tell the first member of each team a sentence. Have each student repeat what was heard to the student behind them. Have the last member of the team repeat the outcome of what was heard. The winning team is the one that repeats the sentence closest to the original sentence.

Examples Used

1. John went to the store to buy some bread.
2. Chocolate is my favorite ice-cream.
3. When it rains, I like to splash in the puddles.

Simon Says

The teacher will ask the students to do something. However, the students are only to respond to the commands when they hear the words "Simon Says" first. If they act without hearing the command, they are out of the game. The last student left standing is the winner.

Examples

1. Simon Says put hands on heads.
2. Simon Says put hands at sides.
3. Jump up and down.

Lamont, The Lonely Monster

Storybook read to students

When I Feel Lonely I . . . . . .

Appendix E

Evaluation Materials

Baseline Data Class Observation Performance Checklist

Performance	Number of Negative Behaviors in Ten-Minute Period	Total
1. Are the learners distracted by playthings or other environmental factors?		
2. Do the learners look at the speaker?		
3. Do the learners call out and interrupt the speaker?		
4. Are the learners sitting properly in their seats?		
5. Do the learners speak to others when there is a speaker?		
6. Do the learners react to what the speaker is saying?		
7. Do the learners raise their hands to speak?		

Reaction Questionnaire for One-On-One and Small Group
Lesson 1

1. Did you like being the speaker?

Y

N

2. By being the speaker did it help you understand that the speaker has feelings?

Y

N

3. Did you like the book?

Y

N

4. Do you think this lesson will make you a more courteous listener?

Y

N

5. Can you state some of the rules for being a good listener?

Y

N

Reaction Questionnaire for One-On-One and Small Group
Lesson 2

1. Do you think the rabbit ears will help remind you to be a good listener?

Y

N

2. Did listening to the tape recorder help you understand that we learn things by listening?

Y

N

3. Did you enjoy playing the games?

Y

N

4. Did being a good listener help to win the game?

Y

N

5. Would you like to get a star on the Star Listeners chart?

Y

N

Reaction Questionnaire for One-On-One and Small Group
Lesson 3

1. Did you like the book?

Y

N

2. Did listening carefully help you to follow the story?

Y

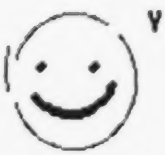
N

3. Did you like the discussion after the book?

Y

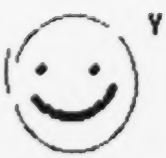
N

4. Can you tell me the correct way to enter a conversation?


Y

N

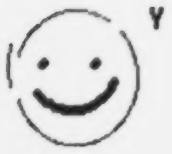
5. Did you like getting a star for being a good listener?


Y

N

Reaction Questionnaire for Implementation
Lesson 1

1. Did you like being the speaker?

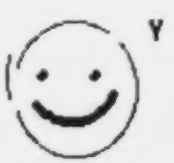


2. Did you enjoy listening to the book?

3. Did you like showing me how a good listener sits?

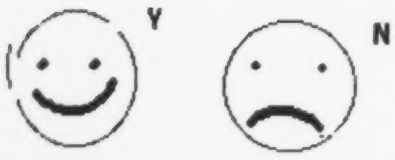
4. Did you like the lesson?

5. Would you like me to come back again?

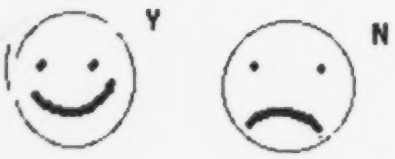


Reaction Questionnaire Implementation
Lesson 2

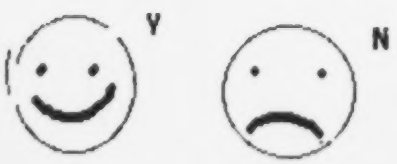
1. Did you like making the rabbit-ear headbands?



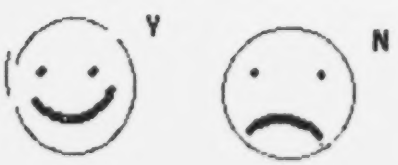
2. Do you like wearing the rabbit-ears?



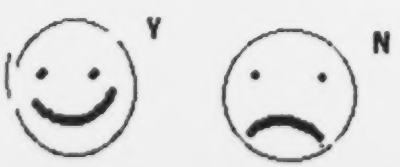
3. Did you enjoy guessing the sounds on the tape recorder?



4. Was playing the listening games fun?

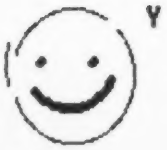


5. Do you like having a Star Listeners chart?



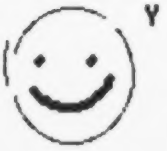
Reaction Questionnaire Implementation
Lesson 3

1. Did you like the story about Lamont the Loney Monster?


Y

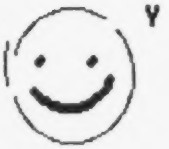
N

2. Did you like the class discussion?


Y

N

3. Will covering your mouth help you remember not to call out?


Y

N

4. Did you like drawing the picture "When I'm lonely I....?"

Y

N

5. Did you enjoy the lesson?

Y

N

Individual Performance Checklist

Name_____ Date_____

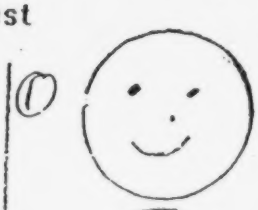
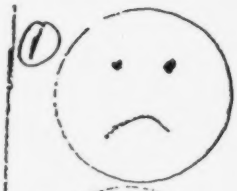
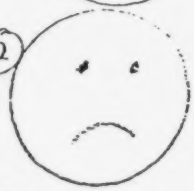
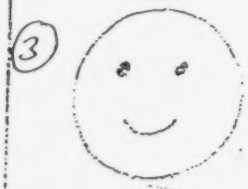
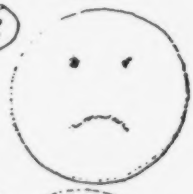
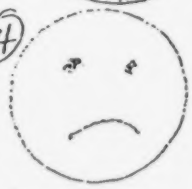
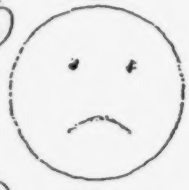
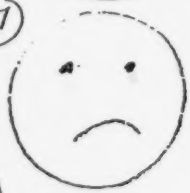
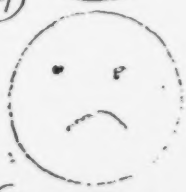
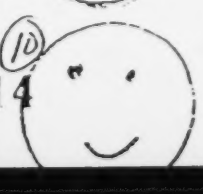
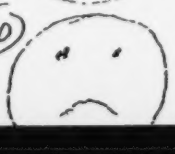
The Student Did:	Yes	No	Comments
1. Sit properly in seat (face speaker)			
2. Remove objects from desk			
3. Fold hands			
4. Look at speaker			
5. Speak to no one			
6. Not call out			
7. Raise hand to speak			
8. Listen actively and follow the mood of the speaker			

Checklist for Oral Test Items

Name_____ Date_____

The Student Did:	Yes	No	Comments
1. Orally explain need for courteous listening			
1. make speaker feel better			
2. learn information			
2. Orally explain how it feels to be the speaker			
1. good--important			
2. nervous			
3. conspicuous (stand out)			
3. Orally state rules for courteous listening			
1. sit up in seat			
2. remove objects from desk			
3. fold hands			
4. display eye contact with speaker			
5. speak to no one			
4. Orally state how to properly enter a conversation			
1. wait for speaker to finish			
2. raise hand to speak			

Listening Skills Post Test

		Y	N
1.	The person who speaks has feelings.		
2.	Sometimes the speaker feels nervous.		
3.	We try to be good listeners to help the speaker feel better.		
4.	We play with toys when someone is speaking.		
5.	We listen quietly when someone is speaking.		
6.	We talk when someone is speaking.		
7.	A good listener looks at the speaker.		
8.	We call out when we want to speak.		
9.	We raise our hand if we want to speak.		
10.	We will learn things if we are good listeners.		

Post Lesson Class Observation Performance Checklist

Performance	Number of Negative Behaviors in Ten-Minute Period	Total
1. Are the learners distracted by playthings or other environmental factors?		
2. Do the learners look at the speaker?		
3. Do the learners call out and interrupt the speaker?		
4. Are the learners sitting properly in their seats?		
5. Do the learners speak to others when there is a speaker?		
6. Do the learners react to what the speaker is saying?		
7. Do the learners raise their hands to speak?		

Follow-Up Evaluation Questionnaire
Teacher Interview

Questions to Ask	Yes	No	Comments
1. Did the students enjoy the lessons?	x		The children looked forward to your coming and always enjoyed the lessons.
2. Do the students follow the rules for good listening more more often?	x		Yes. Some however, still need to be reminded. They can do it for a short length of time.
3. Can the students verbalize and understand why good listening is important?	x		Sometimes before I begin a lesson, I will ask the children why they must listen carefully. They can state the reasons.
4. Does the star reward help them to be better listeners?	x		It gave some of them more incentive to listen.
5. Do you still use the rabbit-ears to remind them to be good listeners?	x		The children like to wear ears. It encourages them to to listen more attentively.
6. Was the instruction worth - while?	x		It was helpful in making the children aware of how important good listening is. It is something we are working on and need to continue to work on.

Appendix F

Media Locator Sheet

Locator Sheet

Materials used in lesson two which could not be included in this document are located in the Master of Science in Training and Learning office of New York Institute of Technology.

The materials found there are:

1. rabbit-ears headband
2. audio cassette recording of sounds

Bibliography

Books

Allard, H. and Marshall, J. (1977). Miss Nelson is missing. Boston: Houghton Mufflin Co.

Anderson, R. H. (1983). Selecting and developing media for instruction. 2nd edition. New York: Van Nostrand Reinhold Co.

Bloom, B. (1956). Taxonomy of educational objectives: The cognitive domain. New York: David McKay.

Bloom, B. (1964). Taxonomy of educational objectives: The affective domain. New York: David Mckay.

Dick, W. and Carey, L. (1985). The systematic design of instruction. 2nd edition. Illinois: Scott, Foresman and Co.

Gagne, R. M. (1985). The conditions of learning. Fourth edition. New York: Holt, Rinehart and Winston.

Jones, A., Bagford, L., Wallen, E. (1979). Strategies for teaching. Metuchen, N. J.: The Scarecrow Press, Inc.

Logan, L. and Logan, V. (1967). A dynamic approach to language arts. Toronto: McGraw-Hill Company of Canada Limited.

Mager, R. F. (1984). Preparing instructional objectives. Revised second edition. California: David S. Lake Publishers.

Neuman, H. (1972). Effective language arts practices in the elementary schools: Selected readings. New York: Kiley & Sons, Inc.

Phillps, J. J. (1983). Handbook of training evaluation and measurement methods. Houston, Texas: Gulf Publishing Co.

Rogers, C. (1969). Freedon to learn. Columbus, Ohio: Charles E. Merrill Publishing Co.

Schwebel, M. and Raph, J. (1973). Piaget in the classroom. New York: Basic Books, Inc., Publishers.

Smith, J. A. (1967). Creative teaching of the language arts in the elmentary school. Boston: Allyn and Bacon, Inc.

Strickland, R. G. (1969). The language arts in the elementary school. Third edition. Massachusetts: D. C. Heath and Co.

Walley, D. Lamont the loney monster. Kanas City, Missouri: A Hallmark play-time Book.

Curricula

New York State Board of Regents. (1984). Regents goals for elementary and secondary school students. New York: The University of the State of New York.

New York State Board of Regents. (1987). Increasing high school completion rates a framework for state and local action. New York: The University of the State of New York.

New York State Department of Education. (1988). English language arts syllabus K-12. New York: The University of the State of New York.

Articles

Broad, M. L. (1982). Management actions to support transfer of training. Training and Development Journal. 124, 1-5.

Duker, S. (1961). Goals of teaching listening skills in the elementary school. Elementary English. 38, 170-174.

Funk, H. , & Funk, G. (1989). Guidelines for developing listening skills. The Reading Teacher. 42(2), 660-663.

Landry, D.L. (1969). The neglect of listening. Elementary English. 46, 599-605.

Skinner, B. F. (1954). The science of learning and the art of teaching. Harvard Educational Review. 24, 86-97.

Wilt, M. (1950). A study of teacher awareness as a factor in elementary education. Journal of Educational Research. 43, 626-636.

Winn, D. D. (1988). Developing listening skills as a part of the curriculum. The Reading Teacher. 42(9), 144-146.

Unpublished

Engleberg, I. N. (1988, April). Listening in Australia: Lessons from down under. Paper presented at the Annual Meeting of Eastern Communication Association, Baltimore, MD.